

DOCUMENT RESUME

ED 358 634

EC 302 197

AUTHOR Halvorsen, Ann T.; And Others
TITLE Integration/Inclusion Needs Assessment: Providing Education for Everyone in Regular Schools (PEERS). Revised Edition.
PUB DATE 92
CONTRACT G0087C3058
NOTE 38p.; In: Campbell, Patrick, and others. Statewide Systems Change Project for the Integration of Severely Disabled Students in California: The PEERS Project (Providing Education for Everyone in Regular Schools). Final Report; see EC 302 196.
PUB TYPE Tests/Evaluation Instruments (160)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Attitudes; Compliance (Legal); *Disabilities; Educational Planning; Elementary Secondary Education; *Mainstreaming; *Needs Assessment; Program Development; *Program Evaluation; School Districts; *Severe Disabilities; Social Integration; State Standards
IDENTIFIERS California

ABSTRACT

This needs assessment instrument was developed as part of the PEERS (Providing Education for Everyone in Regular Schools) Project, a California project to integrate students with severe disabilities who were previously at special centers into services at regular school sites and students who were in special classes in regular schools into general education. Part I of the needs assessment is for use with local education agencies (LEAs) that have developed a written plan for integration/inclusion transitions. It is intended to help evaluate plan components in the following areas: least restrictive environment policy, student placement, physical plant availability and selection, accessibility criteria, staff assignments, administrative roles/responsibilities, interagency agreements, site and staff preparation, definitions of integration and/or inclusion, and facilitation of peer interactions. Part 2 is designed to assist in identifying: the history and goals of the LEA in regard to attitudes toward integration and inclusion; existing resources to support transitions; space concerns within accessible schools; personnel role changes; site preparation needs; and parent reactions to the integration/inclusion plan. Part 3 is intended for on-site review and covers environmental considerations, school climate, special education teacher integration, general education classroom environment, student integration, and the curricular and instructional model. (DB)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED358634

EC 302197

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.



PROVIDING EDUCATION FOR EVERYONE IN REGULAR SCHOOLS

INTEGRATION/INCLUSION NEEDS ASSESSMENT

REVISED EDITION 1992

Ann T. Halvorsen, Ed.D

Lynn Smithey, M.A.

Tom Neary, M.A.

Suzanne Gilbert, M.A.

Adapted from
Integration Needs Assessment

Developed by
Ann Halvorsen Ed.D.

1986

The preparation of this document was supported in part by the U.S. Department of Education cooperative agreement G0087C3058. The contents and opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education and no official endorsement should be inferred.

Sponsored by the California Department of Education, Special Education Division.

PEERS PROJECT

GUIDELINES FOR USE OF THE INTEGRATION/INCLUSION NEEDS ASSESSMENT WITH LOCAL EDUCATION AGENCIES

Part 1: Review of LEA's Integration/Inclusion Plan (pp. 1-7)

This part of the needs assessment is for use with LEAs (districts, counties, or SELPAs) which have developed a written plan for integration/inclusion transitions. This may be a long - or short-range plan involving all or some of the programs for students with disabilities. If no such plan exists, the reviewer or individual conducting the assessment may wish to recommend that the LEA initiate plan development through a "support team" or LEA Committee involving representatives of all interested constituencies (administrators from general and special education, parents, teachers, related service personnel, PTA, Special Education Advisory committee, interested community agencies, etc.)

Where an integration/inclusion plan exists, the reviewer should use the criteria in Part 1 for evaluation of plan components in order to determine whether all areas such as : LRE policy, student placement, physical plant availability and selection, accessibility criteria, staff assignments, administrative roles/responsibilities, interagency agreements, site and staff preparation, definitions of integration and/or inclusion , and facilitation of peer interactions, have been addressed.

Where specific plan components are missing or inadequate, the reviewer can use the assessment data to provide input to the LRE support team regarding expansion or modification of the written plan. The reviewer may also wish to refer to Part 2 Background Information, for additional interview questions or observational items which can supplement written plans. All data collected as part of the total needs assessment process should be shared with the participating LEA and LRE Committee members.

LEA= Local Educational Agency

SELPA= Special Education Local Planning Area

INTEGRATION/INCLUSION NEEDS ASSESSMENT

Developed by Ann T. Halvorsen, Ed.D.
Peers Project

Part 1: Review of the LEA's Integration/Inclusion Plan (To be used if a written plan exists)

Have the following dimensions been addressed adequately in the LEA plan?

1. LEA policy statement on LRE:

- ◇ exists. _____
- ◇ in development, assistance requested. _____
- ◇ needs development _____
- ◇ too broad/noninclusive of students with severe disabilities _____
- ◇ inclusion is described as an option in the plan _____
- ◇ other comments: _____

2. Definitions of integration and inclusion and rationale for integration/
inclusion of students with severe disabilities (sd) for :

- ◇ All components included. _____
- ◇ Missing key features. _____
- ◇ In development, assistance required. _____
- ◇ Needs development. _____
- ◇ Rationale not included, needs development. _____
- ◇ Other: _____

"sd" = students with severe disabilities

If no written LEA integration/inclusion plan has been developed, proceed to Part 2.

3. Student selection and placement plans including:

- ◇ Factors for consideration (e.g., heterogeneity, age-appropriateness of school for students, home/magnet school, geographic location, etc.) have been delineated._____
- ◇ No guidelines as yet._____
- ◇ Guidelines are in development, assistance requested._____
- ◇ Process for student placement has been well defined._____
- ◇ Process needs development, assistance requested._____
- ◇ Other: _____

4. Physical plant selection criteria and availability:

- ◇ Criteria have been delineated and are comprehensive, including consideration of home/magnet school option._____
- ◇ No criteria as yet, need assistance in developing._____
- ◇ Criteria incomplete, need assistance._____
- ◇ Space availability survey for LEA:
Complete _____ Not yet completed _____

(See part 2 re: criteria.)

5. Accessibility of available sites:

- ◇ All sites have been evaluated for accessibility (interior/exterior)._____
- ◇ No assessment as yet._____

- ◇ Assessment complete; modifications to some sites will be required. _____
- ◇ Modification plans developed. _____

6. Teacher and paraprofessional selection/assignment:

- ◇ Guidelines for selection/job descriptions are adequate and in place. _____
- ◇ Not in place, need assistance to develop. _____
- ◇ Teachers and paraprofessionals have _____ have not _____ had input into guidelines and selection process.
- ◇ Teachers and paraprofessionals have been assigned. _____

7. Organization of administrative responsibility across programs:

- ◇ LEA/SELPA/ county office responsibilities clearly delineated _____ not delineated _____
- ◇ Service delivery plans and administrative responsibilities within system clearly defined _____ not yet defined _____
(e.g., chain of command; who will supervise integration teachers and inclusive education support staff, who does teacher report to, etc.)

Comments: _____

8. Interagency agreements and involvement: Organization and assignment of related services:

- ◇ Interagency agreements (e.g., with CCS) are in place and do not present constraints to integration/inclusion plan. _____
- ◇ Agreements need revision for integration/inclusion to be effective. _____
- ◇ Related service assignments have been worked out _____ not worked out _____
- ◇ Related service personnel are involved _____ not involved _____
need to become involved in integration/inclusion planning _____

CCS= California Children's Services (Physical Therapy Services)

9. Continuity of integrated/inclusive program across ages/school levels (elementary/middle/high school/post secondary):

- ◇ Plans and timelines exist for placement of students at all levels. _____
Plans do not yet exist, no specific timelines in place. _____
- ◇ Plans exist but space/classrooms unavailable and/or in negotiation. _____
- ◇ No plans, assistance requested. _____

10. Preparation of Special Education staff (faculty and administration):

- ◇ Comprehensive inservice plan has been developed _____.
is being implemented. _____ is in development. _____
assistance requested. _____
- ◇ Topics for inservice:
address audience needs re: integration/inclusion. _____
need expansion. _____
- ◇ Resources for inservice (e.g., released time) are _____
are not available _____; assistance requested. _____
(See also Part 2.)

11. Preparation of parents of sd students:

- ◇ Comprehensive inservice plan has been developed. _____
is being implemented. _____ is in development. _____
assistance requested. _____
- ◇ Topics for inservice
address audience needs re: integration/inclusion. _____
need expansion. _____
- ◇ Resources for inservice (e.g., released time) are _____
are not available _____; assistance requested _____
(See also Part 2.)
- ◇ Parents are _____ are not _____
currently involved in integration/inclusion planning.
- ◇ Parents are _____ are not _____
generally in support of integration/inclusion plan.

12. Preparation of general education administration:

- ◇ Comprehensive inservice plan has been developed. _____
is being implemented. _____ is in development _____
assistance requested. _____

- ◇ Topics for inservice
address audience needs re: integration/inclusion. _____
need expansion. _____
- ◇ Resources for inservice (e.g., released time) are _____
are not available _____; assistance requested _____
(see also Part 2.)

13. Preparation of school site(s) personnel

- ◇ Comprehensive inservice plan has been developed. _____
is being implemented. _____ is in development. _____
assistance requested. _____
- ◇ Topics for inservice
address audience needs re integration/inclusion. _____
need expansion. _____
- ◇ Resources for inservice and team planning(e.g., released time)
are _____ are not available _____ assistance requested _____
(see also Part 2.)
- ◇ Mechanism is _____ is not _____
in place for ongoing support to principals.
- ◇ Mechanism is _____ is not _____
in place for school site level teams.

14. Preparation of general education students at all targeted school sites:

- ◇ Comprehensive inservice plan has been developed. _____
is being implemented. _____ is in development _____
assistance requested. _____
- ◇ Topics for inservice
address audience needs re: integration/inclusion. _____
need expansion. _____
- ◇ Resources for inservice (e.g., released time) are _____
are not available _____; assistance requested _____
(see also Part 2.)
- ◇ Plans have _____ have not _____
been approved by site principals/faculty.
- ◇ Site preparation will _____ will not _____
occur in advance of the start of the program as well as after students
are present.

15. Preparation of parents of general education students:

- ◇ PTA(s) has _____ has not _____
been involved in/aware of integration/inclusion plans.
- ◇ Principals will have responsibility for informing/involving parents
through school bulletins, PTA meetings, etc. _____

16. Strategies to facilitate effective integration/inclusion on site:

- ◇ District and school site practices which will facilitate
interactions and the facilitation of peer relationships have _____
have not _____ been delineated (e.g., inclusion in activities across
environments, teacher responsibilities within the school,
transportation schedule and coordinated school hours, etc. (See part 2).
- ◇ Mechanisms and procedures are
in place _____ are being developed _____ do not exist _____
for creating structured interaction programs (e.g., peer tutoring,
circles of friends) to involve general education students (Inside Work
Experience, service credits, elective courses where appropriate.
(See Part 2.)
- ◇ Sd students IEP goals do _____ do not _____
reflect integrated/inclusive placement and interaction opportunities.
- ◇ Each school site has developed _____ is developing _____
its own integration/inclusion plan.
- ◇ School site plans do not exist, assistance is requested. _____
- ◇ Other: _____

17. Evaluation of integration/inclusion practices:

- ◇ Observational data and IEP data
have been _____ have not been _____ will be _____
collected to evaluate integration/inclusion on an ongoing basis across
sites.

- | ◇ Other types of data
(check which apply) | To be collected | Collected |
|--|-----------------|-----------|
| % of instructional time spent
in integrated/inclusive school and
community environments | _____ | _____ |
| Attitudinal data (nd students'
attitudes toward sd students) | _____ | _____ |
| Social validity data (e.g., con-
sumer satisfaction from parent,
sd, student, administrator
viewpoint). | _____ | _____ |
| Data on rates and quality of
social interaction between
students with disabilities and peers. | _____ | _____ |
| ◇ Other: _____ | | |
| _____ | | |
| ◇ No program evaluation plan exists, assistance requested. _____ | | |

PEERS PROJECT

GUIDELINES FOR USE OF THE INTEGRATION/INCLUSION NEEDS ASSESSMENT WITH LOCAL EDUCATION AGENCIES

Part 2: Background Information for Integration/Inclusion Needs Assessment (pp. 8-26)

Part 2 is not intended to be used as a format for a single interview of one individual by the person conducting the needs assessment. Given the number of questions and the scope of areas covered, Part 2 data should be collected through several observations, discussions with the LRE support Team (where one exists), or through conversations and/or interviews with : the director of special education, as well as the administrators specifically in charge of special education programs for students with disabilities, general education principal(s), special education teacher(s), parent(s) of students with severe disabilities, Advisory Committee members, and related service personnel (district and CCS).

Part 2 Information will assist in identifying the history and goals of the LEA in regard to integration and inclusion; attitudes within the LEA toward integration and inclusion; what resources exist to support transitions; whether space within accessible schools is a problem for the integration efforts and whether issues such as inclusion in general education, transportation and personnel role changes, site preparation needs, and parent reactions to the integration/inclusion plan have been considered. Thus, Part 2 can be used as a problem-solving tool with the LRE Support Team. For example, under IV: Parents of Severely Disabled Students, if the reviewer's conversations and interviews indicate that parents are unaware of the integration/inclusion plan or that the Community Advisory Council has not been involved in planning, she/he would recommend that meetings for parents and coordinated planning with the CAC be initiated immediately. She/he might also suggest that visits be arranged for parent representatives to existing nearby model integrated/inclusive programs, so that parents can see an integrated or inclusive program in action, and acquire information as to how the model could be adapted to meet their sons' and daughters' needs in their own district.

6/92

PEERS PROJECT

Part 2: Background Information: Potential Questions for Integration/Inclusion Needs Assessment

For LEAs In Integration/Inclusion Planning Stages

1. Administrative/Systems level

A. Governance Structure of LEA

1. Is this a county office of education, multi district/county SELPA, or single district SELPA?
2. If county operated:
 - ◇ Are the districts currently involved in integration/inclusion planning with the county? _____
 - ◇ Will students be selected from all districts? _____
 - ◇ Will integrated and inclusive sites be geographically distributed throughout the county or will only a few districts be initially involved? _____
 - ◇ How many students are targeted for initial phase of plan? _____
 - ◇ What procedures is/has the county engaged in to obtain space/classrooms and how successful have these been? _____

Key: COE = County Office of Education
 SELPA = Special Education Local Planning Area
 CAC = Community Advisory Council for Special Education

- ◇ What procedures is/has the COE engaged in to work collaboratively with districts to develop inclusive education at the school site level? _____

- ◇ Will these be the first county programs on district sites? _____
- How long has the COE served students on district sites? _____

3. If multi district SELPA operated:

- ◇ Are/will students (be) located throughout the SELPA? _____
- ◇ Will students attend integrated/inclusive programs in their own district or in another district in SELPA? _____
- If outside own LEA, what is the rationale for this? _____

- ◇ What proportion of students/classes are now integrated/fully included? _____ What ages and how many are targeted for integration/inclusion transition? _____

4. If single district operated:

- ◇ Is integration planned to occur district wide? _____
- ◇ Will inclusive education be offered district wide? _____
- ◇ What proportion of students/classes are now integrated/ what age groups? _____
- ◇ What proportion are included in general education classes? _____
- ◇ Will students attend their neighborhood schools? _____

COMMENTS: _____

- * Part 2 can be used as an overall reference and is not meant to be employed as one interview. Information may be obtained through observations and/or a series of conversations/interviews.

B. Inclusive Models

If the district is planning to offer an inclusive model, what type of structure/program is under consideration? Check any/all that apply:

1. Itinerant special ed services across classes in one school. _____
2. Itinerant special ed services across _____ schools.
3. Noncategorical special ed services delivered in itinerant manner in one school. _____
4. General ed/special ed team teaching. _____
5. Other. _____

C. Policy

1. Is there a current Board of Education policy on LRE/integration/inclusion? What does it say? If no B of E policy exists, is there a Department of Special Education and/or a CAC policy on integration/inclusion? How recent are these? Do they indicate strong support for and understanding of integration/inclusion?
2. Is there an existing long range LEA plan for full integration/inclusion? Who developed it? Is there a consensus across constituencies (Sp/General Ed. admin., teachers, parents, related service staff) regarding this plan or the need to develop a plan?
3. Is there any kind of an Integration Task Force and/or "LRE Committee" in the LEA? What is its membership? Does it include representation from: General/Sped administration (central and site), teachers, parents/CAC, community and related services? If not, is the LEA open to forming such a committee for this task and granting it decision making responsibilities?
4. If inclusion is being considered as an option is the LEA aware of the waiver necessity and the process for utilizing special class units in an itinerant manner? _____

5. Where is the impetus for integration/inclusion coming from, i.e., who has been advocating for this? Is this an administrative decision alone, or have parents, teachers and other constituencies been involved?

6. In general, what are the general attitudes about integration/inclusion across constituencies:

General ed admin.:

Sped admin.:

General ed teachers:

Sped teachers:

General ed parents:

Students:

Related services:

7. Is there a consensus on the definition of integration and a clear understanding of its components in contrast to desegregation and mainstreaming? _____ How does the LEA define integration?

8. Is there a consensus on the definition of inclusion? _____

How is it defined? _____

D. Resources for integration/inclusion

1. What types of support are or can be made available for the planned transitions, e.g.,

- ◊ Resources for inservice on strategies, curriculum, etc. to general/ special education staff:
- ◊ Resources for necessary materials when students/programs transition:
- ◊ Resources for site modifications if needed:

E. Space

1. How many special centers currently exist in the LEA? Are they homogeneous, e.g., "single disability" focused schools? _____

2. How many classes/students are in these centers? _____
3. a.)How many (if any) integrated classes are there now and what are their current locations? _____
Are they chronologically age appropriate? _____
Are they within natural proportion of sd to nd? _____

 - b.)How many (if any) inclusive education programs are there now? _____
Locations? _____
Grade levels? _____
Number of students involved? _____
4. a.)How many new integrated programs will be targeted for the planned integration effort? What ages are the students? _____
 - b.)How many of these will be inclusive education programs? _____
5. What level schools (pre/elem/med/hs/comm. college) are going to house the new programs? _____
6. Are the general education public schools "overenrolled" (short on space) at present? What assurances exist regarding the longevity of the space for Sped classes? Who in the LEA is involved in space negotiations? Are they/can they participate on the integration/inclusion support team? _____

7. Is the available space/classroom(s) centrally located in the target school(s)? _____ Will students be dispersed throughout the school (rather than clustered in one wing)? _____ Will students attend general education "homerooms"? _____
8. What plans exist for future utilization of former center sites after integration? Can any of these be utilized as integrated school sites (elem) with only 2-5% of their population comprised of severely disabled students? _____
- _____
- _____

F. Accessibility

1. What proportion of the targeted or potential school sites in the LEA is accessible at present?
- Elem _____
- Mid / JHS _____
- HS _____
2. Are all internal areas accessible on each site? If not, what areas need modification/which schools? _____
- _____
- _____
3. What proportion of students to be integrated/included at each age level will require accessible school locations?
- Elem _____
- Mid / JHS _____
- HS _____
4. Which schools' restrooms have any accessible stalls? Which require modifications? _____
- _____
5. What plans exist for modifications if there are too few or no accessible schools available? _____
- _____

6. How many "non-sd" sped students (e.g., "OH," MH," "SED") are already attending these schools? _____
7. How accessible are these school sites to community instructional locations?

G. Personnel

1. Will the integration/inclusion plan require any transfers of teaching or other staff (e.g., from county to district employment)? Has this process been worked out?
2. Who will be responsible for supervision of integrated classes?
School site principal _____
District Sped administrator _____
County Sped administrator _____
3. If school site principal: has this role change been planned for with principals and communicated to them? How will sped support be provided for technical assistance?
4. What plans are in place for special ed support for students in inclusive classes?
5. What is the plan for related service delivery on integrated sites? Will OTS/PTS/STs, etc. have geographically distributed caseloads? Have CCS and LEA related service personnel been involved in integration planning? If not, can they be at this time?
6. How will related services be delivered to students in inclusive classes? _____

Have related service personnel been involved in planning for this? _____
7. Are there existing interagency agreements regarding the number of students needing therapy and/or the number of hours needed on site for delivery of services? Can these be modified if they present constraints to integration/inclusion?

H. Transportation

1. Who currently transports students? Is this the same service as that provided for General ed students (if any are bussed)? Are Sped and General ed transportation services coordinated?
2. Have transportation representatives been involved in integration/inclusion planning? If not, can they be at this time?
3. How will integration/inclusion effect routing and length of bus rides for sd students?
4. Will transportation "drop-offs" and "pick-ups" match the school hours for general education students at these schools? If not, can this be altered so that schedules are the same?
5. Will transportation be available during school hours if needed for community programming?
6. How accessible is the public transit system? Is it in close proximity to the school(s)?

II. Teacher level

A. Selection

1. How many teachers are needed for the newly integrated students?

 - a.) General education for inclusive sites: _____ Grade levels: _____
 - b.) Special education: _____
2. Will this be a voluntary move for them? Have they been informed of integration/inclusion plans? Have they been involved in planning? If not, can they be at this time? Is the teachers' association represented on the planning task force? _____

3. Is general feeling about integration/inclusion positive? What, if any are teachers' concerns?
4. Are there plans to consider noncategorical grouping in order to serve more students at their home schools? _____

5. What criteria are being utilized for teacher selection? Do any of the teachers have previous integrated/inclusive experience? Do any have dual credentials (Learning Handicapped/Severely Handicapped)?
6. Are job descriptions being revised? Who is developing these? Will teachers have input?

B. Preparation

1. Which of the following are the most important training needs for general and special educators in your district?
 - ◇ Inclusive education models _____
 - ◇ Strategies for ability awareness education _____
 - ◇ Strategies for collaboration/consultation _____
 - ◇ Strategies to promote interactions _____
 - ◇ Adapting general education core curricula _____
 - ◇ How an effective general education school (elem/mid/hs) functions _____
 - ◇ Community intensive programming from integrated/inclusive school sites _____
 - ◇ Vocational training opportunities in and around school sites _____
 - ◇ Structured interaction programs (e.g., peer tutoring/PALS/circles of friends/MAPS) _____
 - ◇ Parent participation in integration _____
 - ◇ Heterogeneous groupings _____
 - ◇ Noncategorical groupings _____
 - ◇ Cooperative learning strategies _____
 - ◇ School restructuring and special education _____
 - ◇ Other _____
2. Will inservice be provided on a released time or after school basis or both? _____

3. What are the timelines for inservice? _____
4. Who will deliver the inservices? _____
5. Have teachers had (or will they have) opportunities to visit model integrated/inclusive programs in the LEA or elsewhere? Can this be arranged? _____

6. When will teachers be informed that they have been selected? Will this allow for time for them to be involved in advance site preparation activities (e.g. team set up and planning) as well as curricula activities such as school and community inventorying? Is released time support available for either or both of these activities? _____

7. a.) How will general education teachers for the inclusive program be selected? _____
- b.) When will they be notified of selection? _____
- c.) Will there be release time available to them for training and collaborative planning? _____

C. Staffing

1. How will paraprofessionals be selected and distributed across sites and classrooms? _____

2. a.) What will the ratio of teachers and paras be for each class in integrated sites? _____
- b.) What will the ratio be for included students? _____
3. Will paraprofessional job descriptions require modification for inclusive programming? If so, how will this occur? _____

III. Severely Disabled Students

A. Groupings and Selection

1. What are the current age ranges of students at special center or segregated sites? Are these chronologically age-appropriate, i.e., do they correspond to regular public school age ranges:

Preschool	3-5 (approx.)
Lower elem	6-8
Upper elem	9-11
Mid/JHS	12-14
HS	15-18
Transition	19-22

2. Who will be involved in regrouping of students (as needed) for integration/inclusion according to several criteria including:

- ◇ Home school /
- ◇ Age-appropriateness
- ◇ Heterogeneity (not all limited mobility students in same grouping, mix of students)

3. How are the first students to be integrated/included being selected? Have parents been involved in planning? Are all parents aware of the LEA's integration/inclusion plan? if not, when will they be informed and be invited to participate in planning?

4. Are the number of targeted students to attend each site within natural proportion guidelines? _____

5. Will all sd students in the LEA have the opportunity for integrated/inclusive placement now or in the future? What are the timelines for this? (How long-range is the integration/inclusion plan?)

6. Do students have current IEP objectives which reflect integrated/inclusive opportunities and interaction with nd peers across domains/activities?
- _____

7. Do IEPs include percentage of time spent in general education environments? _____

8. Do IEPs of currently included students reflect their membership in general education classes? _____

IV. Parents of SD students

A. Attitudes toward integration/inclusion and participation

1. a.)What is the general feeling among parents about integration? _____

- b.)What is the general feeling among parents about inclusion? _____

2. What concerns do parents have? Have these been addressed in the plan? How? _____

3. Are parents participating in planning? If not, can they? _____

4. Is the CAC* for Sped involved in planning? _____

*CAC= Community Advisory Council

5. Is the PTA involved? _____
6. Are there any existing parent support groups at special centers and if so, what is their position about integration/inclusion? _____

7. Have parents been provided with opportunities to visit model integrated/inclusive programs in the LEA or outside of it?

8. What types of "inservice" will be offered to parents and guardians regarding integration/inclusion? Will they be included in the teacher inservices? _____

9. How will parents be involved in the school site teams at inclusive sites? _____

V. School Site Level Planning (for each school site)

A. Administrative considerations

1. Is/are the principal(s) supportive of integration/inclusion? Did they have a choice about program location at their sites? What is the principal's involvement in the placement process?

2. Will s/he have the same responsibilities for special education students as they would for any other students in the school, or will they be separately administered by district or county Sped staff? (If the latter, can this be changed?) _____

3. Does the principal have any prior experience with Special Ed ?
Please describe. _____

4. Will inservice or technical assistance be available from the Sped
administration for the principal prior to the start of the program? Who
will provide ongoing support after the program is in place? _____

5. What are the principal's concerns about integration/inclusion, if any?
(e.g., safety/emergency procedures)/ Have these been addressed in
the plan? _____

6. What is the principals' perception of integration/inclusion and the
extent to which students will be participating in the daily life of the
school? Is s/he open to students participating in all environments
(e.g., cafeteria, auditorium, yard, hallways, locker rooms, gym,
restrooms, home ec rooms, library, computer room) and activities
(e.g., assemblies, lunch, recess, nonacademic subjects, etc.)?
7. What is the principal's perception of inclusion and the extent to which
students will participate as full members of their class/es across all
classroom activities? _____

8. What type of inservice or site preparation activities would the
principals like to have in each school for their staff and student body? _____

9. What types of information does the principal think staff and students
will need prior to and after the program begins? _____

10. Are there regular faculty meetings in the school? Should presentations be made to faculty about the new programs at one or more of these meetings? _____
- _____

11. What is the "hierarchy" of the school and what do Sped teachers new to the site need to know about school rules and protocol? _____
- _____

B. General education students

1. What is the student enrollment? _____

2. What are the major student organizations? (secondary, mainly)
- _____
- _____
- _____
- _____

3. Is there a school newspaper or bulletin in which articles about integration/inclusion can appear before and after the change occurs?

Yes? _____ No? _____

Is there a parent newsletter?

Yes? _____ No? _____

Will the general education parents receive any information about the new program?

Yes? _____ No? _____

If yes, how will this be provided?

4. Secondary: Is there an elective course structure and/or service units or credit for student work experience in the school, which could be utilized to facilitate peer tutoring or friends programs? _____

5. How should or can general ed students best be recruited for these peer programs? Which of the following vehicles are available:

- ◇ bulletin
- ◇ announcements
- ◇ bulletin boards
- ◇ through guidance counselors/electives
- ◇ through meetings with departments
- ◇ through meetings with individual faculty
- ◇ through student government meetings
- ◇ through student clubs
- ◇ through discussions or presentations to individual classes or grades
- ◇ Other:

6. What is the school schedule for nondisabled students? If it is not the same as Sped, can Sped change to match the schools' hours?

7. How is lunch period organized? Is there more than one? Can students sit anywhere, or are tables assigned to grades? (elem.)

8. How are recesses organized? When do they occur? Who supervises?

9. How are special subjects organized, e.g.:

- ◇ Gym/PE
- ◇ Art
- ◇ Music
- ◇ Home Ec
- ◇ Library
- ◇ Other

Are there special subject teachers?

10. Are there other Sped programs in the school ? How will the programs work together?

C. Staff

1. How many and what types of staff are there on site:

General Ed teachers _____

Sped teachers _____

Paraprofessionals _____

Administrators _____

Counselors _____

Bilingual/LEPs teachers _____

Special subject teachers _____

Librarians _____

Nurses _____

Janitorial _____

Cafeteria _____

Secretarial/Office _____

Security _____

Other: _____

2. Are staff organized into departments? Yes? _____ No? _____

Is Sped a separate department? Yes? _____ No? _____

If yes, can this be changed?

3. Are there regular faculty meetings? Yes? _____ No? _____
When? _____ What other committee responsibilities or other roles do teachers have?

4. How are prep and lunch periods organized and scheduled? Will Sped staff have the same periods?
5. What is the general staff attitude about integration/inclusion? are they supportive, concerned, unaware? What concerns do they have?
6. How does staff feel about organized ability awareness education for themselves and their students? What information about the students and program do they want?

PEERS PROJECT

GUIDELINES FOR USE OF THE INTEGRATION/INCLUSION NEEDS ASSESSMENT WITH LOCAL EDUCATION AGENCIES

Part 3: On-site Review of Integration/Inclusion

This part of the Needs Assessment Process can be utilized as an observation and for interviews to evaluate the nature and quality of integration/inclusion in regular elementary or secondary schools which do have support services for students with severe disabilities on the site. Part 3 covers six areas, environmental considerations; school climate; special education teacher integration; general education classroom environment; student integration and the curricular and instructional model in place.

A school site plan should be developed with participation from all integrated/inclusive teachers. Key administrators (school principal and special Ed. administrator where appropriate) should be involved in this process. Goals and objectives need to include timelines and specific strategies for implementation, as well as the specific types and resources for assistance that will be provided to the teacher(s), (e.g., Inservice areas and who will deliver this inservice to teachers, plans for released time, substitutes, etc.).

Sites should be reevaluated on at least an annual basis, to ensure continuity of exemplary programs and positive changes in programs needing assistance.

If no integrated/inclusive sites exist in the school district, Part 3 can be utilized with teachers, parents, and potential school site personnel as a planning tool to ensure successful interactions at future integrated/inclusive sites.

6/92

IMPLEMENTATION SITE CRITERIA FOR FULL INCLUSION PROGRAMS

Many of these *Implementation Site Criteria* have been taken from or adapted from: Meyer, Eichinger & Park Lee (1987). "Program Quality Indicators." JASH, Winter, 255-257.

This tool is intended to assist in the identification of schools providing quality inclusive educational programs for students with severe disabilities. It may also serve as a needs assessment tool for schools establishing inclusive education.

Please check as appropriate and comment as necessary.

I. Environmental Considerations

yes no sometimes comments

A. Facilities

1. Students are included in age-appropriate(+/- 1 yr.) general education homerooms.

☐ ☐ ☐

2. School is the one students would attend if non-disabled.

☐ ☐ ☐

B. Student issues

1. K-12 full inclusion programs have been established.

☐ ☐ ☐

2. Students have the same school calendar and hours as their general education peers.

☐ ☐ ☐

3. Identified special education student numbers are within natural proportion guidelines.

☐ ☐ ☐

II. School Climate

A. Ownership

1. Principal is *ultimately* responsible for implementation of the program, which includes supervision and evaluation of program staff.

☐ ☐ ☐

2. There is a defined plan or process for supporting staff in implementation (ie. time for team planning meetings).

☐ ☐ ☐

3. Ongoing site preparation or "ability awareness" occurs and/or is incorporated into general education curricula.

☐ ☐ ☐

--

yes no sometimes comments

4. The school mission statement reflects a philosophy that every child is educable and considers the school to be accountable for serving all kids.

☐ ☐ ☐

5. The school philosophy emphasizes responsiveness to families and support to meet family needs.

☐ ☐ ☐

6. The school philosophy supports the need for staff inservice training on a regular basis.

☐ ☐ ☐

III. Special education teacher integration

A. The special education teachers have responsibilities within the school to:

1. attend faculty meetings with general education staff.

☐ ☐ ☐

2. participate in regular supervisory duties (eg. lunch/bus/yard duty).

☐ ☐ ☐

3. participate in extracurricular responsibilities (eg. chaperone dances, work with student clubs).

☐ ☐ ☐

4. follow school protocol: keep principal or appropriate administrator informed on an ongoing basis.

☐ ☐ ☐

B. Special education teacher interaction includes:

1. positive public relations skills with general education staff.

☐ ☐ ☐

2. taking lunch breaks and/or prep periods in the same areas as general education staff at least once a week.

☐ ☐ ☐

3. arranging meetings with general education staff as necessary for maintaining communication with involved faculty.

☐ ☐ ☐

	yes	no	sometimes	comments
C. Special education teacher modeling and instruction includes:				
1. consistently modeling positive attitudes towards and appropriate interactions with all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. using age-appropriate terminology, tone or voice, praise/reinforcement with all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. employing age-appropriate materials in instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. designing students' programs to include instruction of functional activities in many school and non-school settings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. implementing behavior management strategies that are positive and utilize natural cues/corrections to the maximum extent possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. writing IEP objectives and individual programs to reflect interaction with nondisabled peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. developing non-classroom environments in the school to be used for interactive functional activities for appropriate portions of the school day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
IV. General education classroom				
A. General education classroom teacher:				
1. provides safe, orderly and positive learning environment for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. establishes high expectations for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. monitors student progress systematically.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. participates as an IEP team member.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	yes	no	sometimes	comments
5. utilizes cooperative learning strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. utilizes multi-dimensional performance groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. individualizes activities for students.				
8. participates as a member of the school integration team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. collaborates with others in coordinating peer network/interaction systems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. encourages and supports friendship development for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. collaborates with parents/care providers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. collaborates with special education teacher and paraprofessional(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. team teaches with special education teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14. collaborates with special educator(s) to adapt learning objectives for students within the context of the core curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15. collaborates with special educator(s) to make material and environmental adaptations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16. collaborates with special educator(s) to provide physical assistance as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17. allows for alternative/substitute curriculum as appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

V. Student integration

A. General school activities include:

1. Students have access to all school environments for programming and interactions.

☐ ☐ ☐

yes no sometimes comments

2. Students participate in and are integrated for regular activities such as: (check activities)

music	field trips	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
art	home ec.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
library	work exper.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
gym	recess/break	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
lunch	computer use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
assemblies	regular class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
clubs	other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Students participate in grade level activities (eg. 8th grade dance, 6th grade camping trip, senior's graduation).

☐ ☐ ☐

B. Interaction with peers during the school day.

1. Students instructional programs incorporate interaction with general education students in the following areas (check all that apply):

a. communication skills (within activities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. social skills (within activities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. community domain functional activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. vocational domain functional activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. recreation/leisure domain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. domestic domain functional activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. other (specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Students are involved in regular structured interaction programs with age-appropriate nondisabled peers such as (check all that apply):

a. peer tutoring in school and community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. "PALS" (Partners at Lunch)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. regular education class activities (list)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- d. co-workers in job training

☐ ☐ ☐

	yes	no	sometimes	comments
3. Strategies to support inclusion and foster friendships are employed (check all that apply):				
a. Maps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. Circle of friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. Other (specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. These interactive programs are:				
a. well organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. positive in orientation (emphasizing student strengths, focusing on functional activities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. well attended	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d. supported by principal, faculty and parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e. viewed as a positive experience by students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C. Ongoing provision of information				
1. General education students have received information about disabilities via (check all that apply):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
a. slide show presentation and discussion about the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. learning stations or simulations about learning disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. commercial media (films etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d. guest speakers who have disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e. disabilities unit within general education curricula, role playing, modeling and feedback from special education teacher regarding how to interact with or instruct specific students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f. specific training in systematic instructional techniques including data collection (peer tutors)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
g. informal discussion/Q&A sessions with special education staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
h. other (specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

yes no sometimes comments

D. Extracurricular activities

1. Students with disabilities are involved in extracurricular activities associated with the school:

a. clubs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. dances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. after school recreation/day care programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. scouts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Students with disabilities currently have access to the following extracurricular activities: (list)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

VI. Curricular and instructional model**A. The implementation site teacher:**

1. has organized each student's program according to the following domains:

a. community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. domestic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. recreation/leisure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. vocational	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. academic integration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. (regarding the domains listed above), emphasizes interaction with nondisabled peers within these activities.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

3. has developed IEP objectives based upon the parent interview process.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

4. plans activities using materials, instructional procedures and environments that are age-appropriate and individualized.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

	yes	no	sometimes	comments
5. instructs all students in natural environments maintaining natural proportions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. completes functional assessments for all targeted activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. involves related service staff in functional assessments in natural settings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. develops written instructional plans for each IEP objective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. works with related service personnel to provide integrated therapy services with nondisabled peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. collects specific data to document student performance and to identify a need for program modification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. periodically probes for maintenance and generalization in the natural environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. develops adaptations which are useful across environments, to facilitate independence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. utilizes positive programming and other nonaversive strategies in behavior change programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14. assists families in accessing community resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15. initiates systematic planning to support transitions from one program to another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

The *Implementation Site Criteria* are utilized to identify potential sites to serve as internal demonstration sites. It is not meant to be a tool for evaluation. Completion of these criteria should identify strengths and result in the identification of growth objectives.